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ABSTRACT

The chronicle provides information on programs and offers articles of interest to gifted students and educators. Among entries are the following: "The Testing Maze" (about the various tests students are faced with); "Using Community and Family Resources for the Gifted Student" by E. Kearney; "Study Skills: Basic Strategies for Learning" by W. Christen and D. Elliott; "TAPS (Tips for Artistically Precocious Students) National High School Piano Competition" by J. Ruccolo; "CTY 1982: A Real Eye Opener" (about the Center for the Advancement of Academically Talented Youth) by S. Higham; a checklist to test whether the reader's attitudes are stereotypic toward intellectually gifted youth; an article by N. Roth on the life of Tennessee Williams; and relevant announcements. (SW)

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CHRONICLE
OF ACADEMIC AND ARTISTIC PRECOCITY

Vol. 1 No. 4

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THE TESTING MAZE[1]

Prior to the seventh grade you took a general achievement test (e.g. the Iowa Test of Basic Skills) on which you scored at, or above, the 97th percentile (based on national norms). Your scores on this achievement test qualified you to participate in TIP's annual Talent Search which involved taking the Scholastic Aptitude Test (SAT).

After completing the SAT in the seventh grade, many students find themselves confused about what further tests they should take and when they should take them. Although there is no clear-cut formula to follow, this article will give you some guidelines to follow.

It may be helpful to think of the range of relevant tests as serving one of three purposes: (1) as a criterion for college credit or placement, (2) as a definition of academic strengths and interests, and (3) as a tool for college entrance.

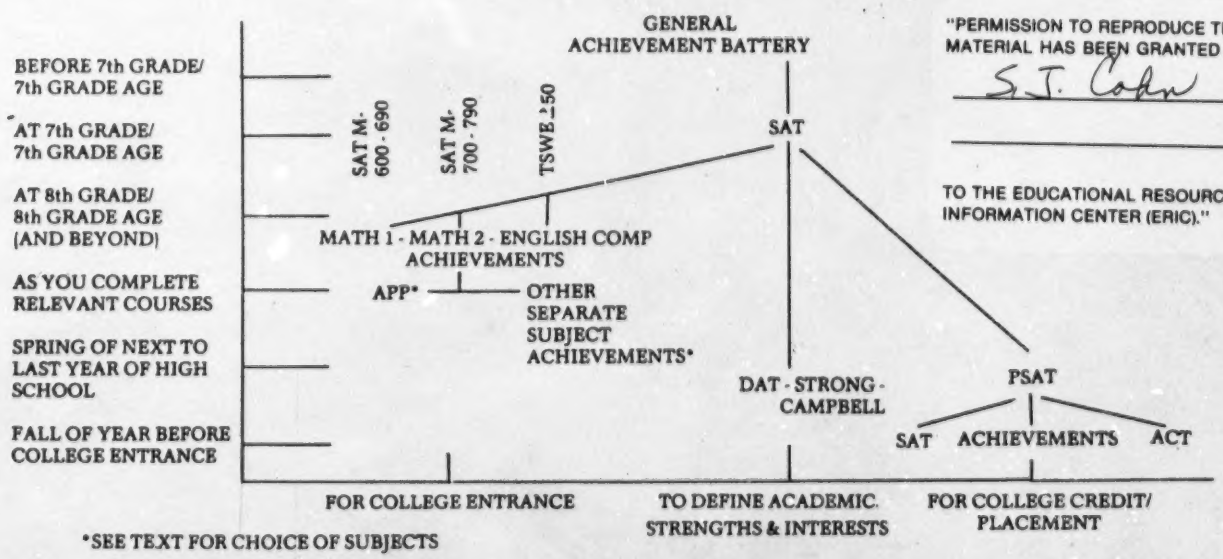
The accompanying chart provides some guidelines for progression through the "testing maze." The tests in the chart are some of the more frequently used measures; however, it is important to remember that there is an enormous number of other tests which may serve your needs equally as well as those presented here. Consultation with your guidance counselor, GT coordinator, or other qualified school personnel is suggested in deciding what tests you might take and when.

For starters, TIP recommends that you take the SAT each year so that you can monitor increases in your scores. In your sophomore or junior year, however, you should substitute taking the Preliminary Scholastic Aptitude Test (PSAT) for the SAT (more explanation later). Students desiring to complete the SAT in the years following their Talent Search participation may obtain the necessary registration and practice materials from a high school counselor or directly from the Admissions Testing Program. Those individuals desiring to continue contact with our program can mail a photocopy of their score reports to our office.

1. In order to procure college credit or placement you can take a variety of Achievement and Advanced Placement Program (APP) exams which are produced by the College Board. When your SAT-Math score is between 600 and 690 you may want to take the Math Level 1 Achievement Test; if your math score is between 700 and 790 you are probably capable of doing well on the Math Level 2 Achievement Test; if your Test of Standard Written English (TSWE) score is at least 50, you are probably prepared to take the English Composition Achievement Test. As you complete relevant course work you should take the corresponding Achievement and APP exams. There are Achievement exams covering English composition, mathematics (2 levels), American history, biology, chemistry, Spanish, French, literature, physics, and German. APP exams are available in art (studio & history), biology, chemistry, English (language-composition & composition-literature), French (language & literature), German (language & literature), history (American & European), and Latin (Virgil & Catullus-Horace).

2. If you are interested in quantifying your academic interests and strengths, there are several tests designed for this purpose. This information is often helpful in educational and vocational counseling as well as in decision making. The Differential Aptitude Test (DAT) yields a profile of a student's interests and plans in the following areas: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed & Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Use. A DAT Career Planning Report consisting of a computer printout of a student's scores relative to his/her interests an plans is also available. Another test which yields a similar profile is the Strong-Campbell Interest Inventory. This profile provides a theme scale (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), Administrative Index (carelessness and test taking response set), Academic Orientation Scale (tendency to continue one's education through rraduate school), and an Introvert/Extrovert scale (preference for working alone vs. working with others). A student's score is based on the whole sample, but the individual profile is plotted against a same-sex sub-sample.

3. In meeting the entrance requirements for most competitive colleges, a student will usually need current scores on the SAT or


GENERAL ACHIEVEMENT BATTERY
BEFORE 7th GRADE/ 7th GRADE AGE
AT 7th GRADE/ 7th GRADE AGE
AT 8th GRADE/ 8th GRADE AGE (AND BEYOND)
AS YOU COMPLETE RELEVANT COURSES
SPRING OF NEXT TO LAST YEAR OF HIGH SCHOOL
FALL OF YEAR BEFORE COLLEGE ENTRANCE
SAT M- 600 - 690
SAT M- 700 - 790
TSWE ≥ 50
SAT
MATH 1 - MATH 2 - ENGLISH COMP ACHIEVEMENTS
APP*
OTHER SEPARATE SUBJECT ACHIEVEMENTS*
DAT - STRONG - CAMPBELL
PSAT
SAT
ACHIEVEMENTS
ACT
FOR COLLEGE ENTRANCE
TO DEFINE ACADEMIC STRENGTHS & INTERESTS
FOR COLLEGE CREDIT/ PLACEMENT

*SEE TEXT FOR CHOICE OF SUBJECTS

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American College Testing Program (ACT). Generally, in the next to last year of high school, students take the PSAT in preparation for the SAT. Although you will probably be well equipped to take the SAT at this point, you should take the PSAT because a sufficiently high score on this test may result in eligibility for a National Merit Scholarship. When taking the SAT to satisfy college entrance requirements, it may be helpful to complete the Student Descriptive Questionnaire found in the registration packet.[2] By indicating that you wish to participate in the Student Search, you will receive information from numerous universities to which you may be interested in applying. Some colleges base admissions decisions on the ACT rather than the SAT. The ACT yields scores in English Usage, Mathematics, Social Studies, Reading, and Natural Science. You should consult the handbooks of the colleges to which you intend to apply to see if they require the SAT or the ACT and to see if they require scores from particular Achievement Tests.

[1]Editor's note: This article was reprinted with permission from Duke University's Talent Identification Program's (TIP) newsletter (Spring 1982; Vol. 1, No. 1). TIP, under the direction of Dr. Robert N. Sawyer, operates a Talent Search in the southeastern U.S. which is very similar to PSAP's Talent Search. The advice contained within the article should be helpful to PSAP's students as well.

[2]TIP suggested that their students not complete this questionnaire when they took the SAT for the Talent Search because most of its questions are directed towards high school students.

USING COMMUNITY AND FAMILY RESOURCES FOR THE GIFTED STUDENT

*Elizabeth I. Kearney**

It is now known that the gifted do need special attention; a flexible but well-organized school program is essential if they are to get the most out of their education and if the world is to profit from their talents. A good program has many facets, including school plans and district-wide coordination of those plans, parental and community involvement, inter- and intra-school programs, methods of accelerating students without grade-skipping, mentors to help the highly gifted and highly talented, and effective ways to run programs on small budgets.

One way that programs for the gifted and talented can profit is if coordinators and teachers will tap readily available community resources. Many services are available if one has the nerve to ask and the courtesy to organize the requests around the busy schedules of those persons or groups that volunteer. A volunteer corps can be organized for each school or district. It can tap not only parents but also other community members (such as retired persons) who are often delighted to expand their own horizons by serving as mentors, clerical help, tutors, and classroom aides. If such a program is instituted, it is important that training sessions be held for both the volunteers (who need to know what is expected of them) and the teachers (who need to know how to work effectively with volunteers). In the business community there are many individuals with limited time who would still be interested in working on a one-to-one basis with a student whose talents parallel their own. Rock hounds, train buffs, gemologists, professional groups, local writers, and archeologists are among the many persons who are willing to help by sharing their knowledge and enthusiasm. Every curricular area can be enhanced by drawing on experts, so don't be afraid to ask legislative representatives, professionals, high school and college students, parents, and teachers to share their expertise.

When money is a problem, parents can help in many ways, fund raising being only one. Why not have a public relations expert give teachers tips on how to improve the image of public education for the gifted or how to promote better community help for programs supporting gifted students? In-service teacher training is a vital part of educational growth. The difficulty is that money limitations often hamper us. One solution is to tap the most valuable source available: other teachers. For example, arrange a pot-luck idea-swap shop for teachers of the gifted (in the school, throughout the district, countywide). No book sparks as well as a "turned on" teacher.

Another hint is to make certain that the local business people know when you have needs. They will often donate items they might otherwise discard (prisms from optical companies, chemicals from testing companies, typewriters from corporations). In many cases there is no limit except your own lack of imagination as to what can be done or where help can be secured. In our classrooms are some of the world's most talented children, and their academic education needs to be developed as fully as possible. Limited funds are not an adequate reason for a meager educational diet, especially when imagination can turn the world into a student's classroom.

*Elizabeth I. Kearney is the coordinator of programs for the gifted in Pasadena, California. A paper describing her programs appeared in *Intellectual prodigies and educational programs*, edited by Julian C. Stanley, William C. George, and Cecilia H. Solano, and published by The Study of Mathematically Precocious Youth (SMPY) at The Johns Hopkins University, Baltimore, MD 21218. Copies of this supplement to *The gifted and creative: A fifty-year perspective* can be ordered from SMPY. This article is reprinted from the *ITYB* (Intellectually Talented Youth Bulletin), Volume 4, Number 8 (15 March 1978), p.1.

STUDY SKILLS: BASIC STRATEGIES FOR LEARNING

*Dr. William Christen and Debra Elliott**

Recently the College Board, which administers the SAT, brought together over 400 secondary and college level educators to grapple with the problem of declining SAT scores. As an outcome of this work, the educators issued a list of competencies all college bound students should possess prior to entering college. This list is comprised of six areas called "developed abilities" which include: reading, writing, speaking and listening, mathematics, reasoning, and studying. A seventh area labeled "observing," which relates to learning derived from the arts and laboratory experiments, is still under consideration.

What is more fundamental than to teach students study skills that transcend all content areas and which aid students in learning the body of knowledge society feels is important? As the College Board report stated (1981, p. 6):

> Successful study skills are necessary for acquiring the other five competencies as well as for achieving the desired outcomes. Students are unlikely to be different in any part of their work without them.

In reviewing the literature and instructional materials concerning the teaching of study skills, several emerging themes developed:

(a) High school study skills programs usually are found in the English program, with emphasis placed on outlining. Study skills instruction may also be included in a junior/senior level college preparation course. Application to content area material is rarely, if ever, made.

(b) Attempts are being made to teach individual study skills such as notetaking, finding the main idea, and summarizing at the elementary school level. But once again, application to content material is lacking.

(c) College study skills courses stress improvement in reading comprehension, speed, vocabulary growth, and general study practices through use of workbooks, rate acceleration programs, and audiotapes — rarely content related materials.

(d) Studies on advanced organizers (study guides, listening guides, etc.) have shown that prior to receiving new information in prose form, students who had some form of organizational practice using a higher cognitive level had a higher degree of comprehension of the material than those who hadn't.

It seems evident that there is a need for effective study skills training. Our students who go on to higher education are being forced to develop the skills as a matter of survival. We are not necessarily saying the skills they are developing are poor. What we would like to put forth is that the students are having to refine these skills at a time when there is a great deal of pressure. Not only are they in a totally new environment, but they also are being forced to deal with an educational experience much different than what they have faced in the past. Unfortunately, it appears that most students coming to the university may not be equipped with the competencies needed to be successful in their studies.

A study done by Elliott and Tice (1981) at Arizona State University centered on identifying students' perceptions of their study habits and skills, as well as whether or not they received study skill training prior to entering the University. A 47 item survey instrument was given to 25 freshmen English 101 classes. The N was 453 students with most of them first semester students. After the instrument was administered, several findings were reported:

(a) a significant number of students did not perceive themselves as having had any prior study skills instruction;
(b) students were not using an organized notetaking system and summarizing lecture notes or textbook readings;
(c) students, for the most part, did not use notes taken in class in any structured way, such as for frequent review or summarizing;
(d) students indicated they were not comfortable using their instructors as a resource (for individual help or to answer questions);
(e) students did not study with test questions in mind.

If this information is reflective of incoming freshman students in general, it is apparent that these students feel a need for training in study skills development.

Why, then, the need for study skills instruction? Primarily because for students to survive in the world they must learn to provide the self-direction and self-motivation necessary to complete independent activities. They must learn how to sort out information being received, separate ideas from each other and retain those ideas that are needed to complete assignments or tasks. They must be able to reconstruct ideas as well as bring together materials from several sources of information in order to complete a task. They must learn how to set goals as well as learn efficient ways to meet their goals. They must work to become efficient, flexible readers who are constantly expanding their vocabularies, learning how to comprehend more difficult reading material over time, and learning how to become critical thinkers. In order to achieve these ends, students must be exposed to study activities that will give them the strategies to enhance learning. These are the activities we call study skills.

What study skills should be taught? Unless the skill training is carried over into the content areas, there is little chance it will be implemented by the student. The link between learning various study skills, like notetaking and reading comprehension, and applying these skills to the various content areas needs to be facilitated by the classroom teacher. If teaching content is important, is it not equally important to help students learn how to learn the content being studied? To assume students have these skills, abilities, and motivations is to assume more than we should.

To be specific about what study skills should be learned, the authors have developed nine skill building themes around which specific study skills need to be addressed. The themes are:

(a) *to locate information:* learning how to use tables of content, indices, reader's guides, Thesauruses, dictionaries, encyclopedias, almanacs, libraries, catalogues, and other information resources;
(b) *to select information:* determining what information is important to learn by recognizing its significance as a main idea and/or supporting detail;
(c) *to organize and remember information:* learning how to develop a vocabulary system, summarize information, take notes, understand organizational patterns, and sharpen listening skills;
(d) *to understand how to interpret graphic aids:* learning how to use charts, diagrams, tables, maps, graphs, cartoons, and pictures to gain a better understanding of the message being presented by the writer;
(e) *to follow simple and complex written and oral directions:* learning how to become an independent learner by following and understanding class assignments, completing class projects, participating in class activities, and understanding written directions found in textbooks, journals, assignment sheets, and other written information.
(f) *to develop reading flexibility:* learning how to read with a purpose in mind and, as a result, using the appropriate reading techniques including slow, careful reading, rapid reading, and skimming and scanning. Using a reading/study system for study materials like PREP or SQ3R (identifying these acronyms);
(g) *to retrieve information:* explaining the concept of short-term memory vs. long-term memory and how learning takes place, the importance of concentration, the use of memory aids, how to prepare for and study for exams, and how to apply concepts learned to real life experiences;
(h) *to use time wisely:* understanding thoroughly the basic concepts of time management and how to analyze task vs. time.
(i) *to use effective writing skills:* learning how to use writing as a basic means of communication; how to use pre-writing skills; how to find and use information in themes, term papers, and class projects; and how to use the varied resources of a library.

By systematically teaching these basic study skills to teachers and students alike, we are giving the students a set of learning tools that prove useful in their school pursuits, as well as in their career choices. In order to accomplish this task, however, school boards, administrators, and teachers must agree that these skills are essential to a student's experience in school. As the College Board report indicated (1981, p. 6): "You need competencies with which to learn subject matter and you need subject matter on which to develop your competencies." We hope that educators will carefully consider the implementation of this type of program as they review the needs of secondary students for the coming decade.

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*Dr. Christen is the Director of the College Reading Program at Arizona State University. Debra Elliott is a doctoral candidate in Secondary Reading Education at Arizona State University.

TAPS (Tips for Artistically Precocious Students) NATIONAL HIGH SCHOOL PIANO COMPETITION

*James S. Ruccolo, Ph.D.**

Arizona State University is proud to announce the first annual National Piano Conference and High School Competition to be held March 11-13, 1983, with a 1st Prize of $1,000 and total prizes of $3,000. This National Piano Conference Competition offers the nation's most gifted and accomplished high school age pianists the opportunity to participate in a quality competition with guaranteed prize money for all semi-finalists.

For professional teachers, the competitors, and for all other aspiring high school age pianists, the Conference/Competition will provide a stimulating three-day environment of solo recitals, master classes, lecture-demonstrations, panel discussions, and student/teacher consultation clinics conducted by the internationally recognized keyboard faculty of the School of Music. Semi-finalists for the Competition will be selected through a tape audition with deadline of January 16, 1983.

Any high school student, age 19 or under, should submit a high-quality cassette tape of the following required repertoire:

> Bach Prelude and Fugue from the Well Tempered Clavier, Books I or II; work(s) of Brahms or Chopin; and at least one additional work by another composer, preferably of a contrasting style period.

The repertoire must total a minimum of 30 minutes of material, but not exceed 45 minutes. All repertoire that contestants wish to perform in the finals must be included on the tape. All works must be performed from memory.

These high school pianists will perform on the Arizona State University campus, with five of the performers admitted to the final round of the competition. Housing will be provided for the competition semi-finalists. In addition to the competition, 27 students (ages 12-19) will be selected by application to participate in the Student/Teacher Consultation Clinics and Master Classes.

There will be a conference fee of $25 for adults and teachers and $12.50 for non-performing students. Registration fees entitle each registrant to attend every segment of the three-day Conference/Competition. All participants in the Competition and Clinic sessions may be considered for School of Music scholarships. All prizes will be awarded. School of Music and University scholarships will be offered to selected students.

Applications may be obtained from the School of Music, Arizona State University, Tempe, Arizona 85287.

*Dr. James S. Ruccolo is Professor of Piano and Artist-In-Residence at Arizona State University.

CTY 1982: A Real Eye Opener[1]

Sharon Higham[2]

During the 1981-82 school year over 5000 Michigan seventh and eighth graders participated in the Midwest Talent Search, which is essentially a replication of the talent search project conceived by Dr. Julian Stanley and his associates at The Johns Hopkins University. With the tremendous initial response by Michigan students, it was apparent that the development of more specialized, educational opportunities for talent search participants would become a priority for those involved in the gifted/talented movement in the state of Michigan. Therefore, I welcomed the opportunity to visit the special summer camp for high-scoring talent search participants sponsored by CTY (Center for the Advancement of Academically Talented Youth) of The John Hopkins University. This special summer offering of Johns Hopkins has been in operation since 1980 and is growing both in the variety of offerings and the number of participants. This summer students came from 30 states, Australia, and Puerto Rico. The 1982 CTY Summer residential programs were held at Dickinson College in Carlisle, Pennsylvania and at Franklin and Marshall College in York, Pennsylvania. I spent four days visiting classes at both sites, talking with the instructional and counseling staffs, and living in a dorm with the students.

The CTY and SMPY (Study of Mathematically Precocious Youth) projects are well known for the use of the SAT (Scholastic Aptitude Test) as an identification tool and the willingness to offer students opportunities for accelerated learning experiences. It occurred to me that many students, parents, and educators might find an account of the program itself interesting.

As I drove onto the charming and picturesque campus of Dickinson College, I couldn't help but wonder what might induce over 500 twelve-to-fifteen year olds to spend three to six weeks of their summer at a camp where they would attend rigorous academic classes for five hours each day. Moreover, the course content would likely be the most challenging and demanding that many of the students had ever encountered. Isn't summer vacation the time to relax, have fun, perhaps even do something exciting and special? After my four-day visit, it seemed to me that the CTY summer camp provided all of these things and much more.

The CTY day began at 8:00 a.m. with breakfast in the student cafeteria. From nine to noon, students attended classes, followed by an hour and a half lunch break. The afternoon class session ran from 1:30 to 3:30 p.m. The format of the different classes varied considerably. The mathematics students all were tested on the first day and placed in various sections based upon their scores on standardized mathematics achievement tests. Some students were able to demonstrate sufficient mastery of Algebra I to enable them to move on immediately into Geometry or Algebra II. Once placed in a class, students were given the appropriate text and instructed in how to use it. Students covered material at their own individual, optimum pace. Each class had about fifteen students, a teacher, and two or three teaching aides. Students worked independently, although sometimes small groups were formed. This method of individualized, fast-paced instruction differs in several important ways from the so-called "self-paced" instruction that many bright students often encounter in their regular schools; the student is handed a book and essentially told to sit in the back of the room and teach him/herself. In the CTY math class, each student had ready access to individualized instruction from the teacher or aides. The student did not have to wait for long periods of time to have a question answered, or to interrupt an ongoing class. The teacher set up a work plan for each student and monitored his or her progress carefully. Furthermore, although each student was working at his or her own pace, the entire group was situated in an identical learning environment, so students were not made to feel educationally isolated or different. What was truly amazing to me was the fact that the oldest member of the mathematics instructional staff was only twenty-three years old. None of them had any formal teacher training, and to some extent this was probably an advantage. Most had been former CTY students themselves, had mastered the self-paced instructional model, and were confident that mathematics could be learned well using this approach. Furthermore, these mathematically precocious teachers had already covered formal university mathematics at a level that exceeds the preparation of most high-school teachers. It was heartening to see a class full of junior-high students, which was taught by a 17-year-old junior from Carnegie Mellon University and assisted by three young aides, working diligently and enthusiastically on Algebra I and Geometry. And I, the visitor, was the only "adult" in the room. The most advanced math class was so quietly intense that you could almost hear the neurons firing. David Meyer, the teacher, a brilliant young Ph.D. candidate at MIT and a former SMPY participant, scarcely had anything to do, so independent and competent was each student in the class. (One of our Michigan boys had just been given the Calculus book after having completed Algebra II, Trigonometry and Analytic Geometry in two weeks.) As a public school educator it was certainly apparent to me that what was being 'taught' here, along with the mathematics, was independence, self-motivation, study skills, perseverance, and self-confidence, as well as a love and respect for the subject matter. At the end of the three-week session, each student was given standardized mathematics achievement tests. The student received an evaluation and recommended grade placement for the upcoming school year based upon his or her performance. All of this testing and the fast-paced approach may seem "cold" to some people, but I suspect that due to the small class size, the intensity of the experience (five hours a day for three weeks), and the quality of the teachers, few students will encounter such personal nurturance in an educational setting when they return to school in the fall.

Other students interested in mathematics could qualify for the PASCAL computing course taught by Dr. Peter Martin, who teaches at Dickinson College. Students who performed well according to the rigorous, college-level standards, received college credit for the class. Most did very well. The only complaint I heard was from a young lady who said that she was so involved with her computer work on her free time that her roommate was forgetting who she was. Computer work seems to inspire that kind of mania in some.

The German class was the only course that ran for a full six weeks and was taught by Dr. Dieter Rollfinke, German professor at Dickinson College. By the fifth week, students had completed the equivalent of first-year, college-level German (approximately equal to two years of high-school German). Dieter told me that their pronunciation was superior to that of many of the college students and, as he spoke, his respect and regard for his young CTY students was apparent. Most of the German students entered a third-year German class when they returned to their respective schools in the fall. Next year, Professor Dieter hopes to be able to revise the program to include four weeks of classwork followed by a two-week residential program in Hamburg, West Germany.

The CTY expository writing classes were taught using the writing workshop format. There were about 15 students in each class. Each section was taught by an experienced teacher of writing, who is also a practicing writer. In the workshop approach, each student has several of his or her pieces duplicated and distributed to other members of the group, who go over it carefully. The next day in class the work is thoughtfully and thoroughly critiqued in a group session. Thus, each student's writing receives detailed attention by the instructor and the students. At the same time, the students learn good writing skills through the critical analysis of each others' work. I was invited to attend the advanced writing workshop, taught by Deborah Tall. This was a special group of students who were taking their third writing class through CTY. That day they were working on a short play as a class project. Their play was a parody of the Greek tragedy, *Orpheus and Eurydice*. In their version, Orpheus and Eurydice are punk rockers who encounter modern characters and situations in Hades. Although the events in the play were wonderfully comic, the students in the workshop demonstrated an admirable knowledge of Greek tragedy, Shakespearean sonnets, and current teenage folklore, as well as a willingness to satirize their own culture.

The science classes, which included high-school biology, geology, aquatic studies, astronomy, and high-school chemistry, all were taught at Franklin and Marshall College in York, Pennsylvania, which is about an hour's drive from the Dickinson campus. The program at Franklin and Marshall was essentially the same as the one at Dickenson, but the science students were also involved in laboratory work and some really marvelous field experiences. The Geology and Aquatic Studies classes went on collecting expeditions and the astronomy students learned how to use both the planetarium and the sophisticated telescope. Side trips were arranged to visit the spectacular science museums in Washington, D.C. and Baltimore. The CTY science program at Franklin and Marshall exuded the special comaraderie of those who love science. It was apparent that the participants were sharpening new, science-oriented interest and insights by sharing their rapidly developing knowledge during their free time and at group events.

Because of the quality and intensity of this sort of educational experience, the issue of credit for coursework is an important one. The purpose of an accelerated learning experience is not to merely "push" the student through a curriculum prematurely. The rationale follows the logic that since these extremely talented youngsters can learn very quickly (and indeed may have already mastered isolated pockets of course content without any formal instruction), if allowed to proceed

at their own pace they can get through the material far more quickly than they might in a regular classroom. This circumstance in turn deters boredom and allows the student to move into more interesting and challenging material. CTY makes every effort to help students make arrangements for access to the next course in a given sequence at their local schools before they actually arrive at the summer camp. If the student is successful at the CTY program, as most participants are, then the CTY staff will make specific recommendations for appropriate placement in the regular school. For some classes, such as expository writing, students are advised to take the Advanced Placement exam that same year so that they might receive college credit. There is a great deal of concern on the part of the CTY staff for the continuity of the educational experience for each student. The students that I spoke with seemed to have a very good idea about how they might continue to pursue their chosen area of study after they returned home. I chatted with three boys, aged 12 or 13, who hailed from southern Maryland, St. Louis, Missouri, and Spokane, Washington. When I inquired about their future plans, all three responded very confidently and matter-of-factly that they planned to take college-level coursework in mathematics while they attended high school. They knew which college they could attend and had a good idea of the course sequence that they would take. They allowed that their long-range educational planning had evolved to considerable degree from their experiences at the CTY project. And, I would suspect, so had some measure of their confidence, since they had many role models all around them who had successfully pursued their educations in a similar manner and who had returned to the CTY program as counselors and instructors.

At 3:30 p.m., the formal instructional day ended at the CTY summer program and the students then had the opportunity to socialize, study, or relax. The teachers were free at this time to prepare for the next day's class or to go over student work. This apparently was as draining a teaching experience as it was exciting. At 3:30, activities such as the volleyball tournaments, picnics, dress-up days, dances, 'new games' competitions, and talent shows took place. They also supported the students academically by occasionally tutoring, taking students to the expansive library, and discussing the esoteric aspects of the subject matter. The counseling staff were excellent role models; extremely bright, attractive, young men and women who were pursuing graduate and undergraduate programs at top-notch colleges and universities. Many had been CTY participants themselves. Most importantly, they were warm, understanding, responsible, young people who were as critical to the camp's remarkable success as were the fine instructional staff.

After dinner, students were free to study (many classes did require homework), to use the excellent athletic facilities which include a gym, swimming pool and racketball courts, to attend some structured group activities, to play musical instruments, or simply to relax, and socialize. ("Dungeons and Dragons" continued to be outlawed; too distracting.) The students moved around freely on campus but off-campus trips into town required the presence of an adult. Students were back in their rooms by 9:30 p.m.

There were two very special qualities of the CTY summer camp that are difficult to capture in an account of the activities alone. One had to do with the intellectual energy and the other with the very warm, friendly, and enthusiastic attitude that pervaded the atmosphere. These students were involved in a totally unique experience. In their local situations, many of these boys and girls tended to "keep their lights under a basket" or have difficulty finding people their own age with similar interests and abilities. At the CTY summer program, some students seemed to bloom. This is likely due to people like Steve Esposito, the Resident Director of the Dickinson site, who felt passionately that these boys and girls ought not to be treated as mere numbers, but helped to develop fully as warm, campassionate, and well-rounded human beings. Here it was OK to be intensely involved with mathematics, to rattle away in German, or to flex an expansive vocabulary. The young writer found other young writers with whom to share his or her work. Long lasting friendships were formed despite the miles that intervened when all return home. But were there no problems? I have to confess that my four day visit resulted only in starry-eyed optimism. Steve Esposito, Jill Huppert, the head counselor, and Dr. William Durden, the Director of CTY, who regularly traveled from The Johns Hopkins University, pointed out some of the issues and problems that they are addressing as they continue to grow and evolve. Should students be grouped in their living quarters according to age, or interests, or neither? What should be done about the boy who really isn't involved in his class, whose parents forced him to attend? Is there a correlation between the SAT scores and the rate of achievement in the special class? Should a student who is experiencing difficulty in class be tutored or switched to another section? After having dealt with the attacks of appendicitis, strep throat, and allergies, what will come next?

From my point of view, the biggest problem continues to be how to convince the schools that the CTY participants will return to in the fall that this experience is both valid and valuable from an academic and developmental standpoint. Many educators continue to be skeptical of academic accomplishments that occur in a compressed period of time or worry about the emotional effects of subject-matter acceleration, despite the considerable evidence to the contrary that has been amassed. (See e.g. *Educating the gifted: Acceleration and enrichment*. eds., S.J. Cohn, W.C. George, J.C. Stanley. Baltimore, Maryland: The Johns Hopkins University Press, 1979, and *Intellectual talent: Research and development*, ed., D. Keating. Baltimore, Maryland: The Johns Hopkins University Press, 1976.) Bill Durden and his staff at CTY are working towards the development of a teacher-training project. Teachers generally teach as they have been taught. I suspect that for many educators it will take on-site exposure to this model, such as I was fortunate enough to have, in order to demonstrate to them that a fast-paced (some will read "accelerated") and intense educational environment can be both humane and comprehensive. Indeed, I am convinced that for some very talented students it is the most promising educational approach available.

[1]CTY was formerly called OTID (Office of Talent Identification and Development). The name was changed to CTY in August of 1982.

[2]Sharon Higham served as the Michigan Coordinator of the 1982 Midwest Talent Search, which is now conducted from Northwestern University under the direction of Dr. Joyce Van Tassel-Baska.

RECEIVED FOR REVIEW

The staff of the *Chronicle* receives, from time to time, solicited and unsolicited materials for review in the *Chronicle*. Beginning with this issue, we will publish a list of such items under the heading "Received for Review." As space and quality of the material permits, we will review items in detail in subsequent issues.

As of this issue we have received:

Creativity: Its Educational Implications, second edition, by John C. Gowan, Joseph Khatena, & E. Paul Torrance, published by Kendall/Hunt Publishing Company, 1981.

INTROSTAT, statistical software for use with microcomputers, published by MicroStat Software, P.O. Box 681, Fairfield, Iowa 52556.

Ombudsman Educational Services, Ltd., has provided PSAP with microcomputer software designed to teach whole number concepts, arithmetic fundamentals, fractions, decimals, percents, and language arts. Ombudsman's address is 1585 N. Milwawkee, Suit 9, Libertyville, Illinois 60048.

ATTENTION PSAP SUMMER ALUMNI

The staff of the *Chronicle* would like to develop a regular column featuring news from and about students who have participated in PSAP's summer programs. With that end in mind, Marty Fisher, one of PSAP's summer residential students in 1982, has been asked to serve as a guest columnist. If this new feature is to be a success we need to have your help, but let Marty explain:

> I am going to try to start a new column in the *Chronicle* which will keep us in touch with each other now that PSAP's 1982 summer program has ended. During this year many of us will discover programs and opportunities that might be of interest to us all. Through this column, you can share that information or simply let us know what you are doing that would be of general interest.
>
> I am going to need your help to keep this column going. Please write and tell me what has been happening in your life since you left ASU. My address is Marty Fisher, P.O. Box 657, Parker, Arizona 85344.

If enough people contribute the column could become an important part of the *Chronicle*. Perhaps we'll even have a "name that column" contest!

ARE YOU STEREOTYPIC?*

Papers presented by several members of the staffs of both the Study of Mathematically Precocious Youth (SMPY) and the Intellectually Gifted Child Study Group (IGCSG) at The Johns Hopkins University have been concerned with stereotypic attitudes experienced by educators and others toward intellectually gifted youths. Here is your chance to learn whether or not *YOU* too experience these stereotypic attitudes. A variation of the checklist that follows has been used by Professor Lynn H. Fox and Dr. Sanford J. Cohn as one of several measures to assess the attitudes of students in their introductory graduate courses concerning the education of gifted children. Keep a record of your responses. In our next issue we will report to you those responses that indicate an up-to-date awareness of what the evidence suggests to be an accurate description of intellectually talented youths. In the issues that follow we will discuss in some depth the various beliefs about gifted youths and the evidence that supports or refutes them.

Mark each of the following statements as agree, disagree, or don't know.

	Agree	Disagree	Don't Know
1. Bright children are typically taller, stronger, and healthier than their age-mates.			
2. The youngest child in a class is likely to be the brightest (have the highest IQ).			
3. Boys mature psychologically earlier than girls.			
4. Girls are generally superior to boys on tests of mathematical and verbal reasoning in grades 1-9.			
5. Intellectually gifted children are slower than their age-peers in developing motor skills.			
6. A very bright child has a greater probability of becoming a discipline problem in school than does an average ability youngster.			
7. Creative mathematicians and scientists tend to make their major contributions to their fields between the ages of 40 and 60.			
8. Acceleration by one or two years is undesirable for even the most precocious children.			
9. Very gifted 12 or 13 year olds could probably earn A's in introductory level college courses at good universities.			
10. Junior high students who reason very well mathematically could learn 3 to 4 years of mathematics in one year if properly taught and encouraged more than average students.			
11. Mathematically talented students need enrichment in arts, crafts, drama, and music before they are encouraged to develop their extraordinary ability in mathematics.			
12. Homogeneous grouping as practiced in most schools usually fails to meet the needs of the very gifted child.			
13. Bright children are seldom bored by their school work.			
14. Bright children experience more problems in personal adjustment with family and peers than do children of average ability.			
15. The oldest child in a family is typically the brightest child.			
16. Quite a few gifted children are intellectually and emotionally ready for college by age 15 or 16.			
17. Bright girls, more than bright boys, are interested in special educational experiences and grade-skipping.			
18. Independent self-paced study is the best mode of instruction for very bright students.			
19. The junior high school or middle school currently provides the best opportunities for intellectual stimulation and individualization for education of the gifted (as compared with elementary and senior high schools).			
20. Teachers often feel threatened by very bright students.			

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TENNESSEE WILLIAMS: MIRROR OF THE HUMAN SOUL

*Natalie M. Roth

On Palm Sunday, March 26, 1911, a baby boy came into the world, our world of broken dreams, lost loves, and desperate grasps at life's kinder offerings. He was christened Thomas Lanier III. Thomas Lanier was the boy's paternal grandfather, himself a descendant of Sidney Lanier, 19th century American poet, whose own roots were traced to Saint Francis Xavier's younger brother, Valentine Xavier.

The boy's boisterous, strong-willed father brutally contrasted the primness of the boy's mother, Edwina Dakin, a minister's daughter. His father traveled most of the time and in the early period of Tom's life, his visits were brief.

For the first eight years of his life, Tom and his sister Rose grew sheltered in the warm love of his maternal grandparents. "My sister and I were gloriously happy. We sailed paper boats in washtubs of water, cut lovely paper dolls out of huge mail-order catalogs, kept white rabbits under the back porch, baked mud pies in the sun .... And in the evenings, when the white moonlight streamed over our bed, before we were asleep, our Negro nurse, Ozzie, as warm and black as a moonless Mississippi night, would lean over our bed, telling in a rich low voice her amazing tales about foxes and bears and rabbits and wolves that behaved like human beings" (Leavitt, 1978, p. 14).

While accompanying his grandfather on parish calls, at the age of five or six, Tom discovered what was later to become the key to one of his most beautiful symbols: "I remember a lady named Laura . . . she was something green and cool in a sulphurous landscape. But there was a shadow upon her. For that reason we called upon her more frequently . . . She lived in a white house . . . and in an arch between two rooms were hung . . . pendants of glass that were a thousand colors. 'That is a prism', she said. She lifted me and told me to shake them . . . they made delicate music" (Leavitt, 1978, p. 14).

Right about that time Tom contracted diptheria and almost died. The doctors thought that "the diptheria had affected Tom's kidneys and paralyzed his legs" (Dakin, 1963, pp. 23-24). Since the boy couldn't play outside, his mother made up stories and games to entertain him. When she exhausted the children's books, she turned to Thackery, Dickens, and Scott. His grandfather would recite "The Raven" by Edgar Allen Poe from memory and also read to Tom from great writers.

In 1918, Tom's father was promoted to sales manager and the family moved from Clarksdale, Mississippi, to St. Louis, Missouri. It was a traumatic move which affected both Tom and his sister Rose. They turned more and more to each other. They now lived in a congested neighborhood where his sister's room overlooked an alley they named "Death Valley." They painted her furniture white and hung white curtains at the window to relieve the gloom of perpetual twilight in a room where the shade was always drawn against the grim sight of dead cats below. It was in this room that his sister had a collection of glass figurines which symbolically would represent all small and tender things that help smooth the sharp edges of life and make it bearable to the sensitive.

Tom turned to books to escape the anger and the arguments often brought on by alcohol. On his eleventh birthday his mother gave him a $10 typewriter. He began to write. From the beginning, writing came naturally to Tom. He was compulsive and prolific in his writing. It was a release and a refuge for his intense interior life. When he was 16 he won $25 in a writing contest. Other recognitions and awards followed. At the University of Missouri he became the first freshman to win an honorable mention from the Dramatic Arts Club for a short play entitled *Beauty Is the Word*.

He studied journalism and wrote death notices, at his option. He failed ROTC and his father was furious. He pulled him out of school and started him as a clerk/typist in a shoe company. Tom has said of his three years spent there: "It was a job designed for insanity — a living death. It was nothing but three years of penal servitude" (Maxwell, 1965, p. 32). He continued to write nights, even writing poetry on the lids of shoe boxes.

He suffered a nervous breakdown after three years on the job and resigned when he was 24 years old. After a short recuperating period at his grandparents' home in Memphis and the mild success of *Cairo! Shanghai! Bombay!* at the Rose Arbot Theatre, his grandmother scraped enough money to send him to Washington University in St. Louis. Most subjects bored him, his grades fell, his play *Me, Vaysha* failed to win first prize in a contest, however, and, following a disagreement with the dean, Tom left Washington University. His father called writing a "sissy" profession, his family life was intolerable, and his sister Rose was beginning to lose all touch with reality. In one last attempt to help him complete his education, his grandmother helped him study drama at the University of Iowa.

During this time, his parents permitted a frontal lobotomy to be done on Rose. Tom never forgave them and when he graduated from college at the age of 27, he turned a new page in his life, cutting himself off from his father's home. He went to New Orleans where he found kinship with the lonely, the rootless, the outcast.

That winter, in fact and in name, he became "Tennessee" Williams. His newly discovered sense of release and freedom expressed itself in several memorable one-act plays. His strength is creating characters through realistic dialogue. "His art sprang from his repressed self-knowledge and the resulting ingenuity his sense of self-preservation used in presenting these too-upsetting-to-face revelations to him in an acceptable way ... The emotions of the various characters he portrayed were always his own emotions . . . Each character is a crucible in which he releases a part of his concealed self-knowledge" (Windham, 1977, p. 7).

The emergence of Tennessee Williams as a major dramatist is a significant development in American cultural history. The theatre of Tennessee Williams "seems to have been an expression of a new sense of identity which American arts and letters reflected at the conclusion of World War II" (Jackson, 1965, p. 7). Williams' theatre is distinctively American theatre. His claim to the status of a major dramatist rests largely on four works: *The Glass Menagerie* (1945), *A streetcar Named Desire* (1947), *Summer and Smoke* (1948), and *Cat on a Hot Tin Roof* (1955). Williams is one of the most widely performed playwrights. Actors love his plays because the characters are so purely alive. He was honored in 1933 by the Writers' Guild of St. Louis, Missouri, in 1939 he received an award by the Group Theatre of New York, in 1940 he won the coveted Rockefeller Fellowship for playwriting, and in 1944 he was cited for his achievement by the National Institute of Arts and Letters. In his mature years he has, thus far, won four Critics' Circle Awards (1945, 1947, 1955, 1961), two Pulitzer Prizes (1947 and 1955), and membership in the National Institute of Arts and Letters (1952).

Williams is a poet who writes of life:

> It is a lonely idea, a lonely condition, so terrifying to think of that we usually don't. And so we talk to each other, write and wire each other, call each other short and long distance across land and sea, clasp hands with each other at meeting and at parting, fight each other and even destroy each other because of this always somewhat thwarted effort to break through walls to each other. We're all of us sentenced to solitary confinement inside our own skins. (Jackson, 1965, p. 29)

This gentle, gifted man, who loved his sister dearly, reflecting on her life said: "You couldn't ask for a sweeter or more benign monarch than Rose . . . After all, high station in life is earned by the gallantry with which appalling experiences are survived with grace" (Williams, 1975, p. 252). His own difficult life erupted through the dynamic activity of writing. Reading Tennessee Williams is like looking into a mirror of the human soul.

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